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ABSTRACT

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document includes a discussion of economic systems, political systems, and reading to draw inferences. (CK)

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PM 431 - 11

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

BASIC ECONOMIC SYSTEMS
LEVEL: I
UNIT: 4
LESSON: 1

A0014038

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

4. Which of the things listed below would lead to the development of a trading economy?

   a. ☐ location at the end of a poor forest road

   b. ☐ location near raw materials

   c. ☐ location that can be easily defended

   d. ☐ location where goods can easily be transported

5. Country A trades its surplus grain and cloth to Arabia for oil. Country A gets rubber from Brazil in exchange for farm machinery.

   MARK Country A's exports E; MARK Country A's imports I:

   a. _____cloth

   b. _____farm machinery

   c. _____grain

   d. _____oil

   e. _____rubber

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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In the last section you learned that opinions, in order to be believable, should be based on facts. Sometimes, though, people will use the same facts, and still come up with different opinions. This is because they have certain feelings about the issue to begin with. The ways they look at the facts (their points of view) are different, so their opinions are different.

For example, let's consider the issue of saving money or spending it. Most people know that emergencies requiring money might arise in the future. For instance, unexpected medical bills might come up. Or you might lose something, such as a portable radio, and want to replace it. Another good reason for saving is that you might want to buy something fairly expensive. You have to put away a little money at a time, until you have enough. If you saved enough money, you could perhaps buy a new suit, a record player, or maybe even a motorcycle.

Nearly everyone realizes these facts, yet people have very different opinions about saving and spending. This is because they have different feelings about the subject, different basic attitudes that they bring to it. Some people are more concerned about the present than the future. They know that the future is uncertain -- no one knows for sure what will happen tomorrow, or next week, or next year. So, these people think, why shouldn't they spend their money right away? Tomorrow might be too late. They prefer to enjoy the small pleasures they get from spending their money on a day-to-day basis, instead of putting it away for something they can't be sure of.

Other people prefer to take a chance on the future. They are willing to make small sacrifices in order to save up for something really important to them. Also, these people feel that security is important -- they like the feeling that comes from knowing they have something put away for the future.

There was a time in our history when people couldn't save money, because money did not exist. If these people believed in planning for the future, they probably stored surplus products. You will learn how money first came into use in the Economics lesson that follows this. After that you will learn how differences of opinion are represented in a democracy by means of political parties.

You are probably beginning to see that opinion lies at the root of many things you study and read. How a person feels about something influences his opinion. You have just seen that if you believe in the future, you probably have a good opinion of saving. You probably believe in other things if you believe in the future. For example, you might be very enthusiastic about building cities on the moon. Some men believe that this will happen soon, and they think this would be a very good thing for man. On the moon we can perform many scientific experiments because of the extremes of temperature there. These experiments may be of future benefit to man.

5

1. Which of these activities are services, and which of them are making products? MARK S next to the activities that are services and P next to the activities that are making products.

   a. _____ carrying goods to markets

   b. _____ cleaning windows

   c. _____ fixing a broken wheel

   d. _____ fixing roads

   e. _____ growing grain

   f. _____ nursing

   g. _____ raising sheep

2. MARK C next to every item in this list that is a kind of capital:

   a. _____ animals raised as pets

   b. _____ animals raised for meats and hides

   c. _____ grazing land

   d. _____ fishermen

   e. _____ fishing boats

   f. _____ money

   g. _____ tools and machinery

3. CHECK the example(s) of profit:

   a. ☐ the expenses of running a farm, such as wages, the cost of seeds, tools and machinery

   b. ☐ the money it costs a farmer to buy land

   c. ☐ the money that a farm owner has left over after he has paid all the expenses of running the farm

   d. ☐ the wages that a farmer pays to his workers

But the moon may not interest someone who is more interested in the present. A person who is interested in the here-and-now might point out that it will cost billions of dollars to get a man on the moon, to say nothing of what it will cost to build underground cities there. For, if men live on the moon, they will have to live underground to be protected from the cosmic rays of the sun. On the moon, the entire environment of man would be artificial.

The cost of putting man on the moon would not be worth it, the here-and-now man might say. In the end, only a few thousand could live there anyway. So, instead of spending money on trips to the moon, we ought to spend it on earth -- trying to make it a better place to live.

In these issues, as in many others, there are no right or wrong opinions. The facts are there, but people with different ideas will use the facts to form different opinions. Opinions, then, are usually based not only on facts, but also on people's attitudes, or feelings.

MASTERY TEST

Time started _____

7

1. In your first lesson on Economics you learned that man has to satisfy his basic needs of food, clothing, and shelter. First he gathered from the land materials that he used for food and clothing. Gradually, he learned to make products from raw materials. As men became skilled at making products, it made sense for individual men to work at the occupations in which they were skilled. Men who were good at making tools specialized in that. Men who were good at hunting specialized in that. Each man had an occupation; this was called division of labor. Division of labor resulted in more efficient production of goods; and eventually groups of men, such as tribes, found that they had surplus goods. This led to barter or trade. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. In satisfying his basic needs, man both makes and uses products; that is, man becomes involved in production and consumption. When a group of men produce more than they can consume, they have left-over goods. What are left-over goods called? ☐ barter ☐ surplus 8	surplus

AN ECONOMY	a society as seen in terms of what it produces and consumes
A TRADING ECONOMY	an economy that produces enough surplus products to trade with other people
A SUBSISTENCE ECONOMY	an economy that produces only enough to maintain itself; it has little or no surplus for trading
MAINTAIN	to carry on, to support, to keep alive or working
BARRIER or OBSTACLE	something that blocks the way
ENSLAVE	to force people to work as slaves
SERVICES	activities performed for someone
EXPORTS	goods or products traded out of a country
IMPORTS	goods or products brought into a country
PROFIT	products gained through trading in the market, but not needed to stay alive
CONCEPT	idea
CAPITAL	profits used to produce more goods; or any products of past labor used to make more profits EXAMPLE: money or products used to make more products (but not labor or land)

3.

When a society is discussed in terms of what it produces and consumes, it is called an economy.

A trading economy produces enough surplus products to trade with other people.

A subsistence economy produces only enough to maintain itself. It has no surplus for trading. (Subsistence is pronounced sub-SIS-tence).

MATCH the following:

A. bartering economy
B. subsistence economy
C. trading economy

1. _____ no surplus products
2. _____ surplus goods

1. B

2. A, C

What is the meaning of maintain in this context?

☐ The economy produces enough to allow the people to trade.

☐ The economy produces enough to keep the people alive.

. . . keep the people alive.

4.

VOCABULARY FRAME

maintain (pronounced main-TAIN)

maintenance (pronounced MAIN-ten-ants)

To maintain means to carry on, to support, to keep alive or working.

READ this sentence:

If anything goes wrong with the building, such as lighting or heating, call the maintenance man; he will know what to do.

What is a maintenance man?

☐ one who keeps a building in working condition
☐ one who makes buildings
☐ one who specializes in heating equipment

one who keeps . . .

28. *11*

You should remember that capital means any product of past labor that is used to make more products. It includes money, but it does not include labor and land.

Using this definition, CHECK the things listed below that are kinds of capital in the economy of the Phoenicians:

- ☐ harbors
- ☐ profit from transporting goods
- ☐ purple dye
- ☐ sailors
- ☐ ships
- ☐ silver from Spain

profit from transporting goods
purple dye

ships
silver from Spain

29.

FINAL FRAME

In this lesson you have learned how simple bartering societies could develop into trading societies that travelled to many countries. Eventually, as countries gained control of markets, they traded for profit. When exchange was no longer on a simple level, the need for money arose.

Trading led to the creation of large marketplaces and cities. Man's way of life changed when he stopped living close to his natural environment and obtained what he needed from markets and service people. You can see that trading changed the way man lived. In your next lesson on Economics, you will learn how production affected man's life.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

5.

A subsistence economy produces enough to maintain itself; it does not trade. An example of a subsistence economy is a tribe who lived in a mountain valley in Northern India. These people could not travel out of the valley because the surrounding mountains were too high and dangerous to climb. Other people could not travel to this tribe for the same reasons.

The climate allowed the tribe to grow only a few vegetables and some grain. They raised animals to provide meat and hides for clothing.

The people in this tribe had to maintain themselves without the help of other people who could trade with them. They became very skilled in their occupations, and made good products. Even if this tribe made surplus products, it could not trade with other societies.

Why?

- ☐ It developed very skilled workers.
- ☐ It knew how to maintain itself.
- ☐ It lived in a location that made it impossible to travel to other societies.

It lived in a location . . . .

6.

Before the 20th Century, the Eskimos were another example of a subsistence economy. The climate in Alaska provided very few raw materials. The Eskimos only made those products essential to maintaining life. They did not have enough materials to make surplus products. Since they did not trade, they did not travel for purposes of trading.

What prevented (stopped) the Eskimos from being a trading economy?

- ☐ Alaska's climate
- ☐ a lack of raw materials
- ☐ skilled workers
- ☐ surplus products
- ☐ travelling

Alaska's climate
a lack of raw materials

25. 13 Capital is the name given to profits when they are used to produce more goods. Consider this example. A shoemaker has a profit of $5.00. He plans to spend $3.00 to buy shoe leather to make more shoes, and $2.00 to buy a meal for himself. The $3.00 to be spent on shoe leather is capital. Which of the following is capital? ☐ profits put back into the business ☐ profits used to satisfy basic needs	profits put back . . .
26. Capital is the name given to profits when they are used to produce more goods. The shoemaker has other forms of capital than his shoe leather. His workshop is capital. His tools are capital. The people who work for him are <u>not</u> capital. Capital does <u>not</u> include: ☐ the clothing worn by a shoemaker ☐ eyeglasses worn by a worker ☐ the labor of the shoemaker's employees ☐ a workman's bench	the clothing worn . . . eyeglasses worn . . . the labor of . . .
27. Capital includes such things as buildings, machinery, tools, highways, and railroads. In economics, capital means <u>any product of past labor that is used to make more products</u>. Therefore, the economic term capital includes money and products. It does <u>not</u> include labor or the land itself. CHECK the items that are kinds of capital: ☐ factories ☐ factory workers ☐ farm land ☐ farm machinery ☐ fishing boat ☐ sewing machine	factories farm machinery fishing boat sewing machine

7. MARK T beside the items below that would help a society become a trading economy. MARK S beside the items that keep an economy on a subsistence level. _____ few raw materials _____ a good supply of raw materials _____ a location that allows for travelling _____ a location that is surrounded by mountains _____ surplus products	 S T T S T
8. When conditions were favorable, societies became trading economies. As these societies developed better production methods and had more surplus products, they traded more. Societies began living in towns where trading could be done in markets. Eventually large marketplaces came into being. Men travelled to these central marketplaces to trade. They found products and materials that were not available in their own towns. What is a marketplace? ☐ a land area that has good climate and natural resources ☐ a place where men can trade products and materials ☐ a town where people exchange only raw materials What does favorable mean in the context of the above paragraph? ☐ The conditions or circumstances were right or good. ☐ The conditions or circumstances were fair or poor.	 a place where men . . . . . . right or good. 14

23. The desire for profits had many results. Large profits are earned by efficient producers, who produce goods at low cost. People who have good trading ability make high profits also. Remember that profit is a term used only for the money or wealth that is left over after the cost of producing and trading products has been paid. CHECK the example(s) of profit: ☐ the costs of running a bakery after the price of flour and other ingredients are paid for ☐ money left over after a bakery owner has paid his workers, the rent of the bakery, and the cost of the flour and other ingredients	money left over after . . .
24. Since the Phoenicians had complete control of the trading in the Mediterranean Sea, they made great profits. They used these profits to produce more ships to obtain more goods for trading. Profits of the Phoenicians were: ☐ surplus products ☐ the wealth left over after the cost of producing and trading goods was paid	the wealth left over . . .

9.

With the growth of large market cities, men began to travel a great deal. Although man developed wagons and used horses for land travel, sea travel was the best because there were many natural barriers* (or obstacles) when travelling by land.

CHECK the example(s) of a land barrier:

- ☐ high mountains covered with ice or rocky surfaces
- ☐ land areas where the climate is very severe, causing hardships to the men and animals when they travel

*A barrier or an obstacle is something that blocks the way.

high mountains . . .

land areas where . . .

10.

REFER TO PANEL 1 (Page 8).

Panel 1 shows the land areas around the Mediterranean Sea. STUDY the map carefully.

Which of these land areas have obstacles or barriers to travelling?

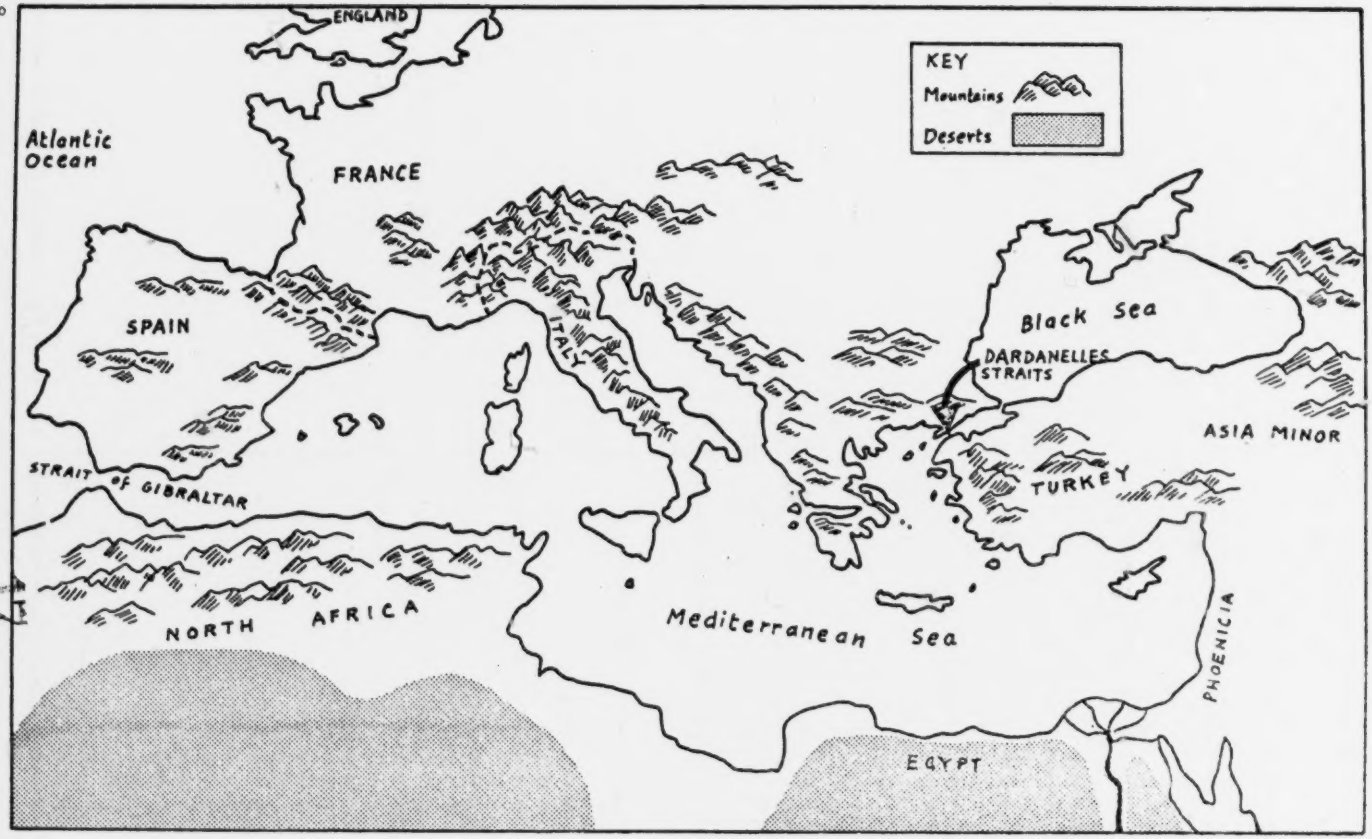
- ☐ the lands around and below North Africa
- ☐ the lands of Spain, France and Italy
- ☐ the lands of Turkey and Asia Minor

the lands around . . .
the lands of Spain . . .
the lands of Turkey . . .

What are the barriers?

- ☐ deserts
- ☐ mountains
- ☐ polar temperatures
- ☐ seas

deserts
mountains



PANEL 1 LANDS AROUND THE MEDITERRANEAN SEA

11.

REFER TO PANEL 1

What would be the best way for Phoenicia (pronounced Foe-NEE-she-a) to trade with lands on the southern coast of the Black Sea?

- ☐ to sail up the Mediterranean through the the Dardanelles Strait into the Black Sea
- ☐ to travel by land through Turkey and Asia Minor to the southern coast of the Black Sea

to sail up the . . .

12.

REFER TO PANEL 1

What would be the best way for Phoenicia to trade with England?

- ☐ to sail across the Mediterranean Sea through the Strait of Gibraltar and up the Atlantic Ocean to England
- ☐ to sail to Italy, cross the mountains and travel by land through France; from France, sail to England

to sail across the . . .

What would be the best way for Phoenicia to trade with countries on the coast of North Africa?

- ☐ to sail across the Mediterranean Sea to the coast of North Africa
- ☐ to travel across Egypt, through the desert and up to the coast

to sail across the . . .

18

21.

As trading grew and became more important, the concept* of trade began to change. People did not just trade surplus goods for products and services they needed. People began to trade for goods that were not absolutely necessary. They wanted a few luxuries. Countries controlled trading areas and were able to get more goods than they needed. The Phoenicians began to make a profit from their trading.

What did profit mean to the Phoenicians?

- ☐ extra products not needed to stay alive but gained while trading in the market
- ☐ surplus products of an economy that has a very efficient method of production

*Concept means idea.

extra products not . . .

22.

When trading first began, men bartered -- they exchanged products. Later, money came into use. When people needed or wanted products, they exchanged other products or paid money.

Today we think of profit only in terms of money. Profit is the name given to the money left over after the cost of producing and trading goods has been paid.

For example, if it cost a shoe manufacturer $1.00 for leather and other materials and $1.50 for labor for each pair of shoes produced, the cost of making the shoes would be $2.50. However, he sells the shoes for $3.00.

What is his profit? _____

$.50

NOTE NOTE NOTE NOTE NOTE

Skip one(1) page to find page 17.

13.

Just as markets grew up in favorable locations, large <u>trading economies</u> developed for similar reasons. The Phoenicians, a people living at the eastern end of the Mediterranean Sea, were one of the first great trading societies. They lived on a coastal area 100 miles long and only 10 miles wide, with a mountain range separating them from the inland country. The mountains forced them to turn to the sea and they became expert sailors. Because of this sailing skill they were able to travel the entire Mediterranean and carry goods from one port to another. The Phoenicians came to control all of the trading in the Mediterranean Sea.

Which factors were most important in the development of the Phoenician trading economy?

- ☐ location
- ☐ sailing skill
- ☐ warm climate

location
sailing skill

14.

The Phoenicians traded their own products -- purple dye (for which they were famous), glass, metal objects, and needlework. They also traded products they got from the Near East, such as grain, wines and oils. They traded these things for gold and iron from the south shores of the Black Sea, ivory from Africa, tin from England, and silver from Spain. In Spain, they enslaved* the natives and took control of the silver mines. All the silver of Spain soon belonged to the Phoenicians.

In addition to trading, the Phoenicians also performed a <u>service</u>. What was it?

- ☐ giving people jobs
- ☐ teaching
- ☐ transporting goods for others

transporting goods . . .

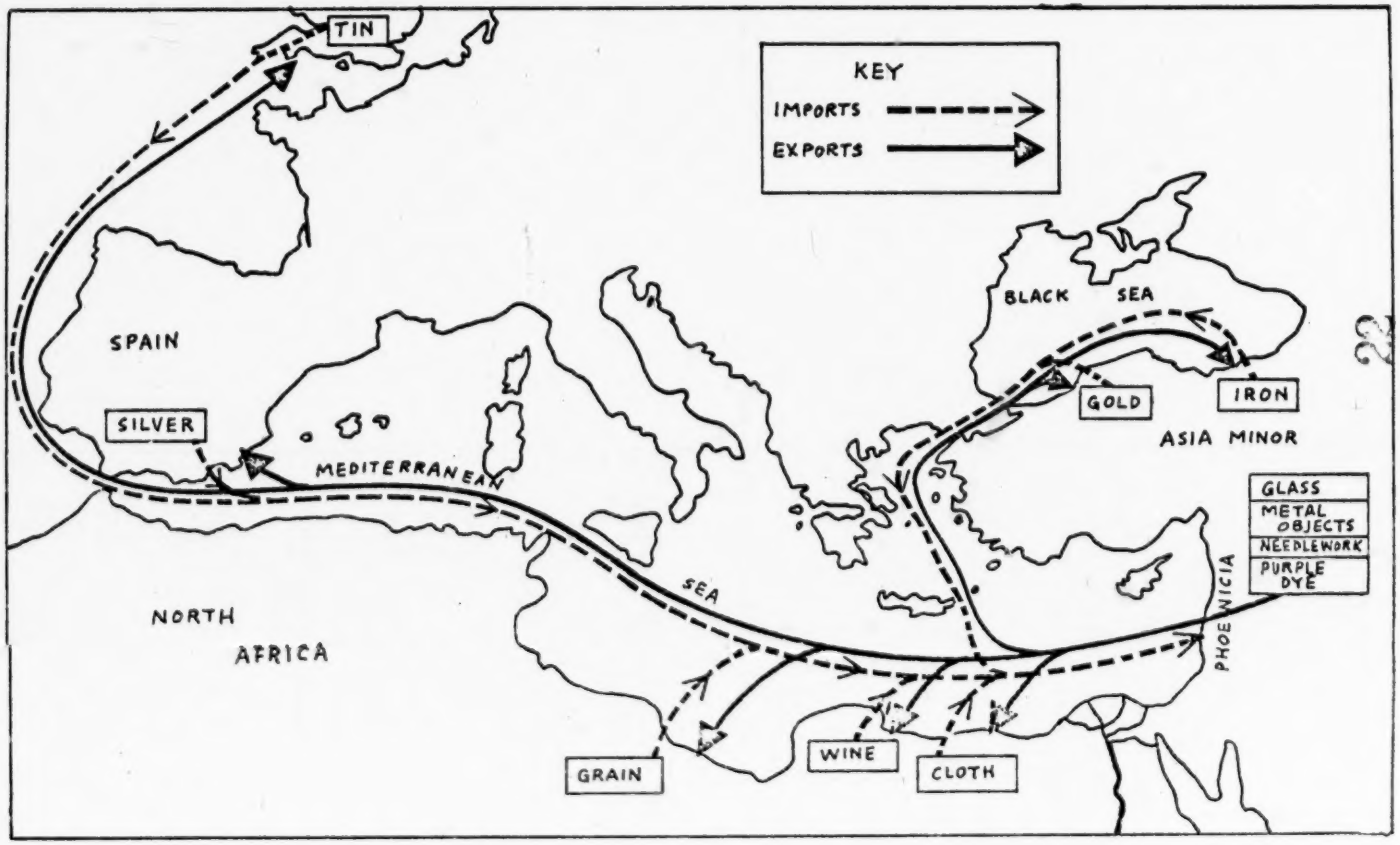
*<u>Enslave</u> means to force people to work as slaves.

NOTE NOTE NOTE NOTE NOTE

Skip one(1) page to find page 11.

20

19. 21 REFER TO PANEL 2 (Page 14). At wide-spread points along the Mediterranean Sea the Phoenicians established forts and supply storage areas that eventually grew into large colonies or cities. Panel 2 shows some of the markets the Phoenicians had. You can see that they travelled as far as England to trade. The map shows the products traded and how they were carried from place to place. What did the Phoenicians import from Spain? _____ What did the Phoenicians export to Africa? _____	 silver purple dye, glass, metal objects (any order)
20. REFER TO PANEL 2 What did the Phoenicians import from the southern coast of the Black Sea? _____ Tin was: ☐ an export of Phoenicia ☐ an import of Phoenicia	 gold and iron (any order) an import of Phoenicia



PANEL 2 MARKETS CONTROLLED BY THE PHOENICIANS

17.

In early history, trading was mainly an exchange of products and a few services. At one time the Phoenicians were the strongest trading power in the world. To remain strong, they had to <u>defend</u> their mastery of the trade routes. Good defense is always necessary to maintain power. The Phoenicians' success was in part due to their natural environment. Phoenicia was protected by a mountain range. The principal cities of Byblos, Sidon,and Tyre were well fortified and built in easily defended locations. They built fortresses all along their trade routes. In this way, the Phoenicians maintained their power for almost a thousand years.

Which of the following were important in making the Phoenicians a successful trading economy?

- ☐ good defense
- ☐ good location
- ☐ good weather
- ☐ products
- ☐ sailing skill

good defense
good location

sailing skill

18.

Goods or products traded out of a country are <u>exports;</u> goods traded into a country are <u>imports</u>.

The Phoenicians traded their own products of purple dye, glass and metal objects, and needlework for ivory from Africa and tin from England.

MATCH the following items:

A. ivory and tin
B. metal objects and needlework
C. purple dye and glass

1. _____ Phoenician exports
2. _____ Phoenician imports

1. B, C
2. A

15.

The Phoenicians performed a transportation service to countries around the Mediterranean. The markets grew as time went on and more kinds of products and services were traded. Services are usually activities performed for others, such as shoe repairing, house painting, and lawn mowing.

Services in early times were probably necessary things like tooth pulling or medical treatment. Men who performed services for an occupation would travel to trade or sell this service.

MARK products P. MARK services S.

_____ bread	P
_____ cleaning clothes	S
_____ fixing ships	S
_____ repairing flat tires	S
_____ shoes	P
_____ tires	P
_____ washing dishes in a restaurant	S

16.

Today, people still travel to sell <u>services</u>. In some places, knife sharpeners still travel about to sell their service. In places like India, potters (people who make clay pots and bowls) travel from village to village making and repairing bowls.

If a man travelled from door to door to sell hair-brushes, what would he be selling?

- ☐ products
- ☐ services

products

If a man worked for a company that moved furniture and he travelled to find customers, what would he be selling?

- ☐ products
- ☐ services

services

If a man travelled for a company that provided help in planning how to build a home, what would he be selling?

- ☐ products
- ☐ services

services

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

REPRESENTATIVE DEMOCRACY AND POLITICAL PARTIES

LEVEL: I

UNIT: 4

LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. In the United States any person over 21 years of age is <u>eligible</u> to vote (allowed to vote) if he is not prevented by mental illness, imprisonment or similar barriers. Every voter has opinions about many issues. It is rare that two voters have exactly the same opinions about all issues. Yet each voter will want to vote for a representative who has opinions similar to his own. Do you think it likely that a voter will have a representative with whom he agrees on every issue? ☐ yes ☐ no	no
2. Many countries that are representative democracies have large populations. The millions of voters have many different opinions about many issues. You would expect the representatives elected in such a country to represent: ☐ many different opinions ☐ only a few opinions	many different opinions
3. Would you expect representatives with similar opinions to work together? Your opinion _____	Your opinion could be yes or no.

4. Representatives with similar opinions do tend to work together. In fact, in all countries they organize into groups called political parties. Each political party represents certain opinions about important issues. In the United States there are two major political parties, the Democratic Party and the Republican Party. However, there are many minor parties in this country such as the Socialist Party, the Liberal Party and the States Rights Party. You can see that in a representative democracy there can be: ☐ major and minor parties representing many different opinions ☐ no more than two minor parties representing all opinions ☐ only one major political party representing many opinions	major and minor . . .
5. In a representative democracy a law is passed by having more than half (a majority) of the representatives vote for it. Suppose a country has 1000 representatives and 5 political parties. Each party has 200 representatives. No one party could vote to get a law passed by itself. WRITE the reason _____	there is no majority (or equivalent response)
6. There are representative democracies that have six or more political parties -- no one of which has a majority of the representatives. In these countries laws get passed because: ☐ several political parties decide to vote together ☐ some representative decide not to vote	several political parties . . .

6a.

Major parties in the United States often try to get the support of minor parties. By working together with minor parties, the major parties:

- ☐ give the voters a wider choice of opinions
- ☐ increase their own power
- ☐ prevent the minor parties from voting

increase their own power

T8

4. To have a majority vote, a candidate must have: (CHECK ONE)

   a. ☐ all of the votes

   b. ☐ fewer votes than any other candidate

   c. ☐ more than half of all the votes

   d. ☐ more votes than any other candidate

5. An independent voter is a voter who:

   a. ☐ does not vote at all

   b. ☐ votes for a party which he thinks is independent

   c. ☐ votes for each representative, no matter what party that representative belongs to

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

31

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7. Suppose that each political party decided to stick to its own opinions and never to vote for a law proposed by another party. What kind of government would result? (Think back to the kinds of government taught in the last lesson.) ☐ anarchy ☐ democracy ☐ totalitarianism ☐ tyranny	anarchy
8. It is necessary that a representative democracy have the country managed by a political party that can get its laws and policies* supported by a majority of representatives. If not, the country will end up in anarchy. This means that there will be no government. Do you think a country can remain strong and benefit its people if this condition lasts very long? ☐ yes ☐ no *Policy in this context means plan or definite stand taken on major issues.	no
9. If a country gets into a condition of anarchy, what kind of government is likely to take over to establish order? ☐ dictatorship ☐ direct democracy ☐ representative democracy	dictatorship

1. Why do representative democracies have political parties?

   a. ☐ so that laws can be made and carried out by representatives

   b. ☐ so that people can vote directly on issues and laws

   c. ☐ so that people who have similar opinions can have an organized group to represent them

2. LABEL the following T for true and F for false:

   a. _____ Each political party in America has many representatives who have many different opinions.

   b. _____ In a representative democracy there is no opportunity to choose between two candidates.

   c. _____ In the United States, the major political parties have different opinions about how much power the government should have and how it should use its power.

   d. _____ Representatives always vote as the party would like them to.

   e. _____ Representatives belong to a political party even if they do not support every policy of that party.

   f. _____ A two-party system is more stable than a system with many political parties.

3. Which of the following is the most stable form of government most of the time? (CHECK ONE)

   a. ☐ a country with 2 parties

   b. ☐ a country with six parties

   c. ☐ a country with twenty parties

10.

The United States has several political parties that have representatives running for office. Normally, however, only the major political parties win. This means that the representatives in government:

- ☐ represent many political parties
- ☐ represent only a few political parties

represent only a few . . .

11.

It is very important for a democracy that its voters and their representatives be willing to listen to the facts and opinions of other voters and representatives. When serious differences of opinion arise it is necessary for the representatives to arrive at a new opinion (a compromise) so that laws can be passed and the policies of the government be put into action. This is the democratic process.

CHECK below the characteristics a voter should have to be a good citizen of a representative democracy.

- ☐ believes he should be educated so he can understand the issues his country faces

believes he should . . .

- ☐ distrusts highly educated or wealthy people
- ☐ listens only to people who agree with him
- ☐ listens to the opinions of people who differ with him

listens to the opinions . . .

- ☐ never changes an opinion once it is formed
- ☐ never opposes the majority opinion
- ☐ supports his opinions with facts

supports his opinions . . .

- ☐ votes for a representative without knowing what opinions he represents

MASTERY TEST

Time started _____

35

12. Representative democracies whose political parties can obtain majorities to pass laws and support policies over long periods of time have <u>stable</u> governments. (<u>Stable</u> in this context means orderly and able to work. A stable government is able to pass laws that satisfy the majority.) Among the most stable representative democracies are the United States and England. Which of these governments is <u>not</u> stable? ☐ anarchy ☐ tyranny Which of the following helps explain why the United States and England have stable democracies? ☐ They are governed by a President. ☐ They have few political parties. ☐ They have many political parties.	anarchy They have few political parties.
12a. Which of the following governments would be <u>most</u> stable? ☐ an anarchy ☐ a representative democracy with a two-party system ☐ a representative democracy with a nine-party system	. . . a two-party system

DEMOCRATIC PROCESS	voters listen to opinions that are different from theirs and think about them before voting on issues
POLICY	a plan or definite stand on one or more issues
ELIGIBLE TO VOTE	allowed to vote (of the right age, can read and write, etc.)
A "ONE-PARTY" SYSTEM	a government in which there is only one candidate for each office, or a government where there are no elections
A "TWO-PARTY" SYSTEM	a government in which there are two parties to choose representatives from EXAMPLE: In the United States, there are two major parties, the Democrats and the Republicans.
A MAJORITY OF VOTES	more than half of all the votes
A <u>STABLE</u> GOVERNMENT	a government that is orderly and able to work; in other words, one that is not likely to be overthrown
A PLURALITY	the number of votes the leading candidate (or winner) has over those of his nearest rival. May be less than a majority of all the votes yet still enough to win in an election where there are more than two candidates.

12b.

Which of the following could be used as a criticism of a political system containing many different parties?

- ☐ such a system creates instability in the government
- ☐ such a system does not represent opinions fairly
- ☐ such a system is not as democratic as a two-party system
- ☐ all of the above

such a system creates . . .

13.

The most stable representative democracies have few large political parties. The United States has a "two-party" government since it has two large political parties. Most American voters support the opinions and policies of one or the other of these parties. But Americans differ as much in their opinions as the people in democracies that have five or six major political parties. How can Americans be satisfied with just two parties?

- ☐ Americans like the two-party system so they don't mind that many of their opinions are not represented.
- ☐ American voters don't know it's possible to have five or six parties.
- ☐ Each American party contains many different opinions among the representatives who belong to it.

Each American party . . .

28.

The democratic process requires that citizens respect each other enough to listen to all sides of the story. This tends to make the majority of people moderate in their opinions. They have different opinions but they do not carry them to extremes.

In a democracy whose people have moderate views and understand the democratic process, what happens after one party wins an election and has a majority of representatives?

- ☐ The minority party cooperates with the majority to make the country run, but still presents its ideas to the people.
- ☐ The minority party opposes the majority on every issue.
- ☐ The minority party tries to get the army to take over the government and throw out the majority.
- ☐ The minority party works hard to win the next election.

The minority party cooperates....

The minority party works hard....

29.

You have learned why a democratic country has political parties and have seen that many political issues center on the question of government power. In the next lesson you will learn how the American government is organized to exercise its powers.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

14.

A two-party democracy can be sure that one party will have a majority of representatives to support its major policies. But on many issues the representatives within a party will differ strongly from one another. Sometimes groups of representatives from different parties will agree with each other and propose laws somewhat different than those proposed by the majority party.

From this you can conclude:

- ☐ the majority party always has its laws passed and its policies supported
- ☐ the minority party does have a chance to have its laws passed — the minority party does . . .
- ☐ the minority party never has its laws passed and its policies supported
- ☐ representatives do not always vote as the party would like them to — representatives do not . . .
- ☐ representatives will belong to a party even if they do not support every policy of the party — representatives will . . .

15.

Let us assume that you have just bought a pair of shoes. Which of the following most likely describes how you made your choice?

- ☐ You didn't choose at all. You let the clerk tell you what you needed.
- ☐ You looked at four or five pairs and selected the pair you wanted. — You looked at four . . . .
- ☐ You looked at only one pair and decided yes or no.

W

27.

Here is another example to show you an issue of government power that might come up in this country:

When a union for a large national industry goes on strike,* it can cause national problems. For example, if the entire trucking industry went on strike, people all over the country would not receive the food and supplies brought by trucks.

Some people feel that since the strike affects the lives of many people, the government should have the power to make the union and the companies agree and therefore end the strike.

What would people who believed in less government power think about this situation?

- ☐ They would probably believe that the company should decide what to do.
- ☐ They would probably believe that the union and the companies involved should settle the problem for themselves.
- ☐ They would probably believe that the union should decide what to do

*When a union strikes, the workers refuse to work.

...the union and the companies...

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16. In voting for representatives you should have a choice among several representatives. You select the one you think is best for you. In a "two-party" system you should have a choice among at least two representatives. What might be wrong if you only had one candidate to vote for? (A candidate is a person who wants to be the representative.) ☐ The candidate might not represent your opinions. You have no chance to have them represented. ☐ The candidate might represent your opinions but you would have no chance to hear facts and opinions different from your own.	The candidate might not . . . . The candidate might represent . . .
17. In a representative democracy you should always have an opportunity to choose among two or more good candidates. If there is only one candidate he will not have to take your opinions seriously. When there are two or more candidates, each candidate will take your vote seriously. Your vote will be important. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
18. You are doing your duty as a citizen when you choose carefully among the candidates who want to be your representative. If someone tells you for whom you must vote and you let them get away with it: ☐ You are being loyal to a leader or a group. This is more important than being a free voter. ☐ You are not supporting your own opinions. You think your vote is less important than it really is. ☐ You don't think voting is important. It's more important to keep out of trouble.	You are not supporting 42

25.

How much power a government should have is a key issue in politics. The issue of government power can relate to questions of economics, of armies, of education, of welfare.

Which of these issues involve questions related to how much power the government should have?

☐ whether or not the federal government should help cities with their poverty problems	...should help cities with...
☐ whether or not the federal government should make decisions about education	...make decisions about...
☐ whether or not people should have savings accounts	

26.

It is difficult to pin down exactly what government power in a democracy means. You will gain an understanding of government power in a democracy like ours as you learn about people's opinions on certain issues.

For example, Mr. Jones feels that the federal government should not have any say in the education of individual citizens. Mr. Smith feels that it is important for the federal government to help pay for education and, therefore, that the government should have a say in the education a citizen should have.

Who believes in more government power in this case?

☐ Mr. Jones	
☐ Mr. Smith	Mr. Smith

18a.

In the United States, most voters join one of the major parties. At election time, they usually vote for the candidates of the party they belong to. Some voters do not want to join any particular party. They are called <u>independent voters</u>.

What is an <u>independent voter</u>?

- ☐ a person who does not belong to a political party
- ☐ a person who does not tell anyone who he has voted for
- ☐ a person who joins the Independent Party
- ☐ a person who only votes for people who do not belong to political parties

a person who does not belong . . .

18b.

Which of these people are <u>independent voters</u>?

- ☐ Mr. W, who doesn't belong to any political party, and who does not vote along party lines
- ☐ Mr. X, who joined the Democratic Party, and who always votes for Democratic candidates
- ☐ Mr. Y, who joined the Democratic Party, but sometimes votes for Republican candidates
- ☐ Mr. Z, who never joined a political party, but who always votes for Republican candidates

Mr. W, who doesn't belong . . .

Mr. Z, who never joined . . .

23. In the United States the two political parties differ in their opinions about how much power the government should have and how it should use its power. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
24. People who want the government to have complete power over everything are considered extreme by democratic thinkers. In a democracy there are not many of these extremists. Most people are more moderate in their opinions about how much power the government should have. People who believe the government should have very little power are extremists in the other direction. There are not many of these people in a democracy either. If most of the people in a country had extreme opinions, which of the following would be true? ☐ People at one extreme would not trust people at the other extreme. They would tend to fight rather than to exchange ideas. ☐ People would not be able to compromise because they would have to change their opinions greatly.	People at one extreme would . . . People would not be able to . . .

19. In representative democracies the people in local areas, such as a state or a city, often vote upon local issues. This is an example of: ☐ direct democracy ☐ indirect democracy	direct democracy
20. For example, the voters of New York City voted directly about having a Citizens Review Board to examine complaints about the Police Department. When we vote directly we choose to be for or against a proposal. We do not often select among alternative proposals. Which of the following is an example of an issue on which a voter can make a direct "For or Against" choice? ☐ an election of a mayor to run the city ☐ an election of a representative to the state government ☐ a proposal to borrow money to build a bridge ☐ a proposal to build a baseball stadium ☐ a proposal to set up a new city	a proposal to borrow . . . a proposal to build . . . a proposal to set up . . .

21. The next lesson on government identifies the three main branches of our government. As you will see, the government affects our lives in important ways. Every day the newspapers tell us something the government has done or wants to do that affects us. The government decides what young men will be drafted, what taxes we will pay, what countries we will support. Most decisions the government makes involve an issue. We have opinions about many of these issues. One big issue is, "How much power should the government have to regulate our lives?" On what issue do you think that the two political parties in a two-party democracy are most likely to differ? ☐ How many offices should the government have in other countries? ☐ How many representatives should the people elect? ☐ How much power should the government have to regulate our lives?	How much power . . .
22. In the United States and England, the two political parties differ most from one another on the issue of how the government should use its power. A voter chooses his party mainly because of his opinions about how the government should use its power. We know that there can be many opinions about this. Citizens who believe that the government must operate through their own representatives want a _____ government. Some people believe the government should have complete control of everything and everybody. This kind of government is called _____. Some people believe the government should have very little control over them. This kind of government is called _____.	democratic totalitarianism (or a dictatorship) moderate anarchy

PM 431-13

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

READING TO DRAW INFERENCES
LEVEL: I
UNIT: 4
LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
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1.

READ this paragraph:

> "Harry Truman was the greatest President this country ever had. He did something that people forget these days -- he prevented World War III by firing General MacArthur. He realized that the army should not have more power than the President."

What is the opinion of the author of this paragraph?

- ☐ He believes that the army is the most important part of the government.
- ☐ He believes that the army should not have too much power.
- ☐ He believes that the President should have less power than the army.

...army should not have too....

2.

When you know a person's opinion about one thing, you can often infer what he believes about something else. For example, the author who wrote the paragraph in the previous frame believes that President Truman did the right thing in firing General MacArthur because MacArthur opposed what the President wanted to do. This author believes that, in general, the army should not have more power than the President.

What is an example of something this author might also believe because he thinks the army should not have power over the President?

- ☐ Army generals should have the power to decide when army officers can be given medals for performance of heroic acts.
- ☐ The army should not be allowed to make rules for training soldiers.
- ☐ The army should not be allowed to pass laws about civilian* life.

...to pass laws about civilian life....

*A civilian is a person who is not in any branch of the armed forces (army, navy, air force, marines).

c. Which of these men would oppose a plan for federal aid to education?

1. ☐ the American

2. ☐ the Englishman

3. ☐ it is impossible to tell from the information given

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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3. The author who wrote the statement about Harry Truman approved of his actions. Another way of saying this is that the author <u>endorsed</u> President Truman's actions. If you agreed with a plan to raise your salary, you would be <u>endorsing</u> that plan. <u>Endorse</u> means: ☐ to approve of, support ☐ to disagree with ☐ to understand, to know	to approve of, support
4. If your friend had an argument with someone and you were on his side, you would be <u>backing him up</u>. This is another meaning of endorse: to back something up. When you <u>endorse</u> a check, you: ☐ sign your name on the back of the check ☐ write your signature on the face of the check	sign your name on the . . .
5. When you <u>endorse</u> something, you support it; you back it up. READ this statement: "I <u>endorse</u> the plan for a law to increase the amount of money the army can spend. The army is essential (needed) to the defense of this country. We can never spend too much money to protect ourselves from enemies." The author of this statement is: ☐ against the army spending more money ☐ for the army spending more money	for the army spending . . .

5. A bias can be:

   a. ☐ either for or against something 53

   b. ☐ only against something

   c. ☐ only for something

6. READ these two arguments:

   Englishman: "The British system of education is superior to the American system. In England, children are first taught the basics -- reading, writing and mathematics. Then they learn more advanced subjects like history and literature. If they show no promise for these academic subjects, they go to vocational school."

   American: "The American system of education is better than the English system. In England, if a young person doesn't show promise by the time he is twelve years old, he is sent to vocational school. I feel that it isn't fair. A young person should not be prevented from trying to improve his academic skills."

   a. On the subject of education the Englishman and the American:

      1. ☐ agree

      2. ☐ disagree

   b. Which person would endorse the plan to test students at the end of the eighth grade to see if they should go on to learn a trade or continue their studies in high school?

      1. ☐ the American

      2. ☐ the Englishman

      3. ☐ it is impossible to tell from the information given

6. When a person endorses a plan or an action, he supports it. If he is against a plan, he <u>opposes</u> it. Who would <u>oppose</u> a plan that allowed the government to take over the ownership of all the business and industry in the country? ☐ a capitalist ☐ an extreme socialist	a capitalist
7. People <u>endorse</u> and <u>oppose</u> ideas, actions, opinions. Each of the following statements is either for or against something. If the statement is endorsing something, WRITE <u>E</u> in the blank before it. If the statement opposes something, WRITE <u>O</u> in the blank before it. _____ I do not like Mr. Jones' books. _____ I think that John is right to protect his sister. _____ The Congress is against any violation of the Constitution. _____ I like the mayor's plan for free parking. _____ Lending money for profit is not right. _____ Lending money is good. People are often helped because they can borrow money.	O E O E O E

1. Assume is closest in meaning to:

   a. ☐ advocate

   b. ☐ attitude

   c. ☐ indifferent

   d. ☐ infer

2. Mr. Tucker said, "Steve hasn't been at work for two days; I guess he's sick."

   Mr. Tucker's statement can best be described as an:

   a. ☐ assumption

   b. ☐ attitude

   c. ☐ endorsement

   d. ☐ opposition

3. READ this paragraph:

   > "The reason why our society is crumbling is that young people have lost sight of the old American principle that hard work and clean living lead to a good and happy life. You can tell that this is true by just looking at our young people. They don't even look wholesome."

   What would be the bias of this author toward a young man with a beard and wearing messy clothing?

   _____

4. What does advocate mean?

   a. ☐ to be opinionated

   b. ☐ to oppose

   c. ☐ to recommend

8.

"I'm a farmer and I'm opposed to Daylight Saving Time. I still have to get up and milk my cows at 5 A.M. The only difference Daylight Saving Time makes to me is this: the clock says 6 instead of 5. It's all the same to the cows, they wake up at the same old time."

"Daylight Saving Time is fine for city people. Their schedule* isn't completely thrown off. This time-changing business is just one more example of how a farmer doesn't get fair treatment in this society."

You can assume (believe that it is probably true) that the author of this paragraph would:

- ☐ endorse a plan to increase farmers' taxes in order to support a new highway
- ☐ oppose a plan to increase farmers' taxes in order to support a new highway

*A schedule is a timetable or a plan based on time.

oppose a plan to increase . . .

9.

Often when you are for something or think it is good, you recommend it or advocate it.

If your doctor recommends the use of aspirin for a headache, he believes that aspirin will relieve the headache.

If your doctor does not advocate the use of a strong pain killer for a headache, he believes that a strong pain killer is not needed. He is against it.

If your counselor recommended that you study a few more weeks before taking a test, he would be:

- ☐ opposing further study before taking the test
- ☐ saying you should study a while longer before taking the test

saying you should study . . .

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MASTERY TEST

Time started _____

57

10. To advocate a plan to improve housing would be to strongly recommend it. If a person believed that the improvement of city housing should be paid for with federal funds (money), he would be advocating: ☐ less government spending for local community problems ☐ more government spending for local community problems	more government . . .
11. oppose advocate Using the words above, FILL IN THE BLANKS in the following statements: "I am not in favor of making it easier to get a divorce. There is too much divorce in this country already. I strongly _____ relaxing the divorce laws." Mr. Clements feels that the population problem is drastically increasing. He says there are too many mouths to feed, and that it is essential to control the number of children to be born in the next ten years. Mr. Clements _____s the use of many birth control methods. "I do not _____ the use of large tractors for your farm land. The garden areas are very small and divided by too many stone walls. It would be more efficient to use hand-operated machines for plowing these fields."	oppose advocate advocate

A CIVILIAN	a person who is not in the armed forces (the armed forces include the army, navy, marines, air forces, etc.)
ENDORSE	approve, support
OPPOSE	to be against
ADVOCATE	recommend
QUALIFIED FOR A JOB	to have experience, knowledge, and skills for a job
BIASED	to be for or against something (to endorse or oppose something)
ASSUMPTION	a belief that something is true
A CANDIDATE	a person running for political office
IMPEACH	to accuse a person holding office of a crime
POLLUTED	unclean, impure

12. How a person feels about something is often called his bias. If a person dislikes a man who is running for mayor, you could say the person was biased against him. READ the following: Speaker A: "I would never vote for Dempsey for mayor." Speaker B: "You're just biased. Dempsey is well qualified* to be mayor. You say that because you dislike him personally." What does person B mean when he says that A is biased? _____ *To be qualified means to have the experience, the knowledge and the skills needed for a job.	B means that A is against Dempsey; that he is opposed to him for emotional reasons. (or equivalent response)
13. READ the following statement: Dr. Higgins spoke today on the need for more financial aid to education. He stated that the funds (money) should come from the federal government. It was clear from his remarks that he is biased in favor of federal aid to education. When a person in the audience said that each town and city should solve its own education problems, Dr. Higgins didn't even answer him. The author of this statement calls Dr. Higgins biased about federal aid to education. In what way is Dr. Higgins biased? _____	Dr. Higgins endorses federal aid to education; he is for it. (or equivalent response) 60

29.

READ these arguments:

Senator A: "Water pollution* has ruined many of our country's rivers. The people are concerned about this problem. As the people's representatives, we in Congress should pass laws to prevent water pollution."

Senator B: "Something has to be done about water pollution. The Hudson, the Mississippi, the Missouri -- all our major rivers are turning into garbage dumps. The people in this country are just becoming aware of the importance of this problem. I don't think a law is necessary, however. Since there is an awareness of the problem, I feel private companies and local governments will do all they can to prevent it."

WRITE T if the statement is true; WRITE F if it is false.

_____	Senators A and B agree on the solution to the problem.	F
_____	Senators A and B agree that water pollution is a problem.	T
_____	Senators A and B would agree on all issues concerning water pollution.	F
_____	Senator B believes water pollution will take care of itself.	F

*Polluted means unclean or impure.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

14. You can assume (believe that it is probably true) that if Dr. Higgins is for federal aid to education, he would also endorse federal aid to city planning. His bias seems to be in the direction of more federal spending to solve social problems. Which of the following statements show bias against government spending? ☐ The government should provide funds to schools so that everyone gets an equal education. ☐ Local communities should solve their own problems. ☐ Taxes should be increased so that the government can expand its programs.	Local communities should....
15. MATCH the following: A. to be biased against something B. to be biased in favor of something C. to support something 1. _____endorse 2. _____oppose	1. B, C 2. A
16. advocate oppose FILL IN THE BLANK with one word chosen from the above list: If a person believed that an hour of exercise a day was necessary for good health, he would probably _____ sports and physical recreation.	advocate

28.

READ these arguments:

Speaker A: "The United States can produce more food than it needs in order to feed its people. In many parts of the world, however, nations cannot produce enough food, and people are starving. We should do whatever we can to help these starving people, whether they agree with us politically or not."

Speaker B: "Even though the United States can produce more food than it needs, we should give our extra food only to those people who agree with us politically. Why feed people who are against us? It may harm us in the end."

Speaker A and Speaker B:

- ☐ agree on what to do with our surplus food
- ☐ disagree on what to do with our surplus food

disagree on what to do...

Which speaker would probably endorse a plan to give farm machinery to underdeveloped countries that did not completely support the policy of the United States government?

- ☐ Speaker A
- ☐ Speaker B

Speaker A

17.

To assume means to believe that something is probably true. An assumption is a belief that something is true.

Which of the following is an assumption?

- ☐ Mr. Harris thinks that rain can be controlled by chemicals.
- ☐ Rainfall is essential to the growth of plants.
- ☐ Wind carries moisture and often brings rain.

An assumption would be:

- ☐ a fact
- ☐ an opinion

Mr. Harris thinks . . .

an opinion

18.

You are on your way to Shea Stadium to watch the Mets play the Dodgers. It starts to rain. After a while, you can barely see the road in front of you because it's raining so hard.

Which of these would be good assumptions to make?

- ☐ It would probably be better to go home and watch the game on T.V.
- ☐ The Mets will probably win because they are playing on their home field.
- ☐ Most likely the game will be called off.
- ☐ Your ticket will probably be good for a re-play of the game.

Most likely the game . . .

Your ticket will probably . . .

C9

27.

READ the following:

Speaker A: "There is only one way to make a mayor or a President carry out his campaign promises -- take him out of office when he doesn't do what he promises. The people should have the right to throw him out of office if he doesn't live up to what he said he'd do."

Speaker B: "There are laws for impeaching* a mayor or a President, and it's important to have such laws. But, usually, a man in office should not be impeached for failing to carry out campaign promises. There are always a number of complex reasons why every campaign promise cannot be carried out. Maybe there aren't enough funds. Maybe the mayor's ideas are rejected by other people in the government."

Speaker A: "I think he should be impeached. No candidate should make promises he can't keep. He should know what the situation is before he makes promises. That way, he won't let down the people who voted for him."

For each of the following statements, WRITE A if Speaker A would endorse it; WRITE B if Speaker B would endorse it. If you think both would agree, WRITE A and B.

_____ Campaign promises can't always be carried out. It doesn't mean a representative has failed his people if he can't make good on his promises.	B
_____ There should be laws for impeaching a mayor or President if the need arises.	A, B
_____ The head of the government should be removed for failing to keep campaign promises.	A
_____ The candidate (person running for office) should know what promises he can keep before he makes them.	A

*To impeach means to accuse a person holding a government office of a crime.

19.

Tokyo, the capital of Japan, is the largest city in the world, with a population of over 11 million people. It is located on the eastern shore of the largest of the islands that make up Japan.

On the basis of the facts in the paragraph above, what assumption could you make?

- ☐ Japan uses a huge system of railroads to trade with neighboring countries and does very little shipping.
- ☐ Most of the people in Tokyo earn their living by farming. They live mostly in rural areas.
- ☐ Tokyo has many of the problems of big cities like New York, such as transportation, garbage disposal, housing, and crime.

Tokyo has many of the....

20.

When you read a statement of opinion, you can often tell what the author assumes. READ again the statement about President Harry Truman:

"Harry Truman was the greatest President this country ever had. He did something that people forget these days -- he prevented World War III by firing General MacArthur. He realized that the army should not have more power than the President."

What does this author assume?

- ☐ that General MacArthur had much more power than the President
- ☐ that if General MacArthur had not been fired, there would have been a third World War

that if General MacArthur had not been fired ...

26.

Just because two people agree on one thing, it doesn't necessarily mean that they will agree on something else.

For instance, Mr. Jones and Mr. Smith both like fishing. What can you assume about their opinions on football?

- ☐ They agree.
- ☐ They disagree.
- ☐ You can't tell whether they will agree or disagree.

You can't tell....

21.

Here is another paragraph you read earlier:

> "I endorse the plan for a law to increase the amount of money the army can spend. The army is essential (needed) to the defense of this country. We can never spend too much money to protect ourselves from enemies."

This speaker assumes that:

- ☐ an army is the only defense a country has — an army is the only defense...
- ☐ there may someday be less need for armed forces

You may agree or disagree with this speaker's assumptions. If you agreed, you would:

- ☐ advocate that the law be passed — advocate that the law...
- ☐ oppose the passing of the law

22.

In a previous lesson you learned to separate facts from opinions, and you learned that opinions have many implications. This lesson has taught you more details about what to look for in statements of opinion.

An opinion can be:

- ☐ based on assumptions you agree or disagree with — based on assumptions...
- ☐ based on facts and clear understanding of the issue — based on facts...
- ☐ biased for or against something — biased for or against...
- ☐ an endorsement of a plan, an idea,or an action — an endorsement of a plan...
- ☐ a factual description of a plan
- ☐ in opposition to a plan, an idea or an action — in opposition to a plan...

25.

You can often tell from people's opinions on one thing what they think about something else.

For example, READ the following:

Speaker A: "Modified capitalism is the economic state of this country today, and it's a good development."

Speaker B: "In this country we have moved away from the times when a few people owned all the businesses and became very wealthy while laborers worked long hours for little pay. Now the government controls, somewhat, the profits a corporation can make and the wages a worker should make. It's an improvement on the old laissez-faire system."

(Laissez-faire is an economic system in which government has no control over business or labor.)

Both of these speakers:

- ☐ assume that capitalism will no longer be the economic system of this country
- ☐ endorse the movement from pure capitalism to modified capitalism
- ☐ oppose the movement from pure capitalism to modified capitalism

endorse the movement from . . .

CHECK the statement that is true:

- ☐ Both of these speakers would recommend that the government completely control the economy of a country.
- ☐ Both of these speakers probably agree that the government can help the working people by having some power over the country's economy.
- ☐ These speakers would disagree that the government can help the people by having some power over a country's economy.

. . . probably agree that . . . .

23.

When you have only one statement from a person, you will not always be able to infer what that person's attitude toward something else will be.

READ the following carefully:

> "A system has been set up by the government to improve the housing situation in many American cities. This system is called urban* renewal. The people who are in charge of this renewal tear down old dilapidated (falling apart) houses and replace them with new apartment buildings. The people who move into the new buildings are just as poor as when they had to move out of the slum buildings. What difference does a clean building make if nothing else in their lives has changed?"

CHECK the sentence that is true:

- ☐ You can infer from the paragraph that the author completely approves of urban renewal.
- ☐ You can infer that the author does not think urban renewal is entirely beneficial (helpful) to the people it is supposed to help.
- ☐ You can't tell whether he approves of urban renewal or not.

...that the author does not think urban renewal...

CHECK the sentence that is true:

- ☐ You can infer from the paragraph that the author is opposed to school integration.
- ☐ The paragraph implies that the author endorses school integration.
- ☐ You cannot tell from the paragraph what the author thinks about school integration.

You cannot tell ...

*Urban refers to cities.

TL

24.

READ these paragraphs:

> "Only a physically strong person can be elected President in this country. Earning votes requires a lot of strength. A candidate* has to make speeches, shake hands, travel around the country day and night. He loses sleep and rushes through meals.
>
> "The successful candidate must also be mentally strong. He must answer many questions. He must answer arguments that show opposition to him. His opponents try to show that he has the wrong solutions to the issues of the campaign.
>
> "It's a good thing that getting elected President requires so much strength, because then only a strong man can make it."

This paragraph implies that the competition in Presidential elections is good because competition rules out weak men, who would probably be weak leaders.

What do you think the author of this paragraph would think of competition in business?

- ☐ He would probably assume it was a good thing.
- ☐ He would probably be opposed to it.
- ☐ You cannot tell from the information given.

*A candidate is a person running for a political office.

He would probably assume it was a good thing.

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